



Cyber Bullying Prevention

Lesson 4

Social Networking

Objectives

Students will be able to:

- Define *social networking*
- Analyze the idea of “community” and “online community”
- Compare “real-life” rules and norms to online rules and norms
- Practice thinking ahead to what might happen in a cyber bullying situation
- Apply the four Rs to a cyber bullying situation

Lesson Materials

Glossary

Handout 4A: Community Norms (Student Version), one per student

Handout 4A: Community Norms (Teacher Version), to lead discussion

Handout 4B: Online Communities: Same and Different, one per student

“Weird Wendy’s Wall,” teacher copy to be read aloud

Weird Wendy Discussion Cards, teacher and student versions. Student versions should be cut up and ready to distribute, one per group

Home Link 4: Family Rules and Customs, one per student

Your district or school’s student internet use agreement (terms of use), one per student

Teaching Notes

This lesson may take longer than previous lessons. You may want to break it into two parts. It is important that your students begin to understand the idea of an online community. The first part of the lesson will focus on broader, real-world communities. The second part focuses on a cyber bullying situation. This lesson’s homework assignment is to have students read and discuss with their families the school or school district’s specific, internal student internet use agreement/terms of use agreement. It will have different names in different schools or districts. If you don’t have it, you can generally access the document on the district Web site or get it from your district technology office.

Lesson Outline	Lesson Script and Instructions
1. Review the last lesson.	<p>Let’s think back to the story about Jack. In your journal, you finished Jack’s story. For homework, you wrote advice to a bystander in Jack’s story. What are some of the important ideas you included in your story or in Ms. Mouse’s advice to Jack’s friend? (Refusing to participate in the bullying. Reporting the bullying. Apologizing. Comforting Jack.)</p> <p>Also review the concepts of loss of control, permanency, the fact that everything is public, and the need to think ahead before anything is sent or posted. Just like in real life, things online can become mean. Cyber bullying really does hurt.</p>

2. Introduce social networking.

Today we are going to start to think about “social networking” When you hear “social networking,” what do you think? What comes to your mind? Write responses on the board. Answers will vary, but will probably include the names of one or more social networking sites such as Facebook or MySpace. Some may add World of Warcraft (WOW), Halo, Club Penguin, or other online gaming sites. MSN or Yahoo may also come up. Include all the suggestions your students generate. The bottom line is to have students think about ways they or people they know connect and communicate online. You will very likely get a lot of different responses. Have your students put them into different categories like “sites” or “ways to communicate.” Save their responses.

3. Have students work with a partner to discuss social networking.

Now, think about the two words: “social” and “network.” Work with your partner. What do these words mean by themselves? What are some related words? “Social” may get responses like party—a social event; friendly—a social person; social studies—the study of people and cultures; or society—people together. “Network” may get responses like connections, a web, or ABC/CBS/ESPN. Ask for volunteers to tell the class their ideas.

It sounds like these words have to do with people getting together, making connections, making a community or a society. That’s exactly what online “social networking” is all about. Using technology and the Internet for community building.

4. Discuss communities: rules, customs, and norms. Distribute Handout 4A.

Let’s back up for a few minutes and think about our own community—or communities—right here. In a community, there are rules. Some of them are written down, like laws; others are just things we know we are supposed to do. These are called customs and norms. Sometimes they are customs we all have. Sometimes they are specific to just our families.

Let’s look at some things we do. Distribute and discuss Handout 4A. **These activities are common to most of us in our larger community. Not everyone does all of them, and not everyone does them exactly the same way. But they are common to most.** Point out how many of these have to do with respect and safety.

5. If doing the lesson in two parts, summarize Part 1 and assign homework. If doing the entire lesson, do this as an in-class activity.

6. Continue to discuss or review norms and customs in families and “real” communities. Call on students individually, or have them turn to a partner to discuss and tell the class their ideas as time allows.

7. Introduce the concept of online communities and distribute Handout 4B.

Our classroom is a community. Why? How do we show that we are one community? (Everyone is here for school. We have classroom rules. We raise our hands to speak. We have to have a pass to leave the room. We follow our class schedule.)

What about the town/city where we live? (Our city has a name. We are all residents/citizens. We have police and firemen to help keep us all safe. We have speed limits. We can give directions to different places.)

We took a quick look at our classroom, our city, and some other things we all do as a community. Tonight, I want you to talk to your families. What “rules,” norms, or customs does your family have that are just in your family? Remember, your family might be aunts, uncles, cousins, grandparents... Maybe you have already done a family online safety contract! Make a picture of one of your family customs or rules to put up on the wall. Be ready to share in class next time.

In preparation, have student pictures ready to post. Briefly review the previous conversation. **Thank you very much for making and bringing in your family rules and customs pictures. Let’s take a look at some of them.** Ask a few students to read their customs or rules. Ask them to say what they checked off as what is important about their rules and customs.

Now let’s talk about why we have these kinds of things—in school, home, city or country. Why do we have rules? Why do we have customs we follow? Lead students to think about maintaining order, about respect, about safety, about identity and belonging. Depending on the grade level and the amount of time, students might also bring up the power to make rules, the freedom we have once we know boundaries, individual rights, and how safety and order is everyone’s responsibility.

Let’s talk about online communities. I asked you before about social networking, and some of you brought up names of social networking sites you either use or know about. These are also online communities.

Distribute Handout 4B. **Work in your small groups. Discuss the question: How are online, social-networking communities the same as or different from real-world communities? Write**

your ideas on your handout. Give the class about five minutes to discuss and write. Have the groups tell the class their ideas. Some of the similarities might be: They are places. They are full of people. People “talk” and exchange ideas. People come and go. There are rules. You can make new friends. Some people are nice, some are mean. Some of the differences might be: They are not “real” places. You can go anywhere anytime. You can’t see the people you are “talking” to. You may think you are only talking to one person, but lots of people can see what you say. Sometimes, the people are not even real. There are no rules. You don’t necessarily know your friends. People can make up names. People lie a lot. People live in different places.

Now, just to be sure we remember, think back to our conversation about Lisa’s email. Also, remember the story about Jack? We said that things that are posted are gone in an instant and that we lose control once we send them. When we read Jack’s story, we said that everything that is written or posted online is public and permanent. These are some of the most important differences between real world and online social network communities. Whatever we say or do online is public. It is permanent. And once we have said, sent, or posted something, we have lost control of it.

So in these online communities, are there rules? Are there norms or customs? Students’ perceptions and answers may vary about rules and norms. They may think of rules for playing a particular game, or school or home rules for computer or cell phone use. Some may even think about any terms of use that they “accepted” when they signed up for a site or service.

Basically, all those rules, customs, and norms we talked about for school, our city, our country—and our homes—apply to things we do in online social network communities. This is important to remember when it comes to bullying and other negative online behaviors.

8. Read “Weird Wendy’s Wall” aloud and have students analyze the situation and predict what might happen.

I am going to read a story to you today. This one is about something that happens through social networking.

Read “Weird Wendy’s Wall,” Part 1. Allow enough time for the students to digest the first part of the story before beginning the discussion.

Why is Dave jealous? (The new kid is becoming popular and threatening his position on the basketball team.)

If there is going to be cyber bullying, who do you think will do the bullying? (Dave.) **Who will be bullied?** (Wendell.) **The bystanders?** (All their friends.)

What do you think Dave is going to do? (Various answers.) The question is really “Why is he going to set up a Facebook page?” It is posed this way so that students will begin to think ahead about what might happen next. If students do not know what Dave might be planning, that’s fine.

Why? What does Dave intend to do? (He might be able to hurt Wendell without getting caught.)

You are a bystander. If you were Dave’s friend, what would you say to him before he does anything? (Wait a minute! Stop and think about this! Don’t do it!) **If you were a bystander, would you say anything to Wendell?** (It depends. There’s nothing to say yet.)

Now I’ll read the second part. Read the Part 2 of the story. At the end, allow time for the students to think about what they heard.

9. Have students get into groups.
Distribute the Weird Wendy Discussion Cards, one per group.

Before we do any discussion together, I want you to think about some things. I have some cards for you. Each card has one question. Read it, think about it, discuss it, and make some notes about it. Be ready to discuss it with the whole class. Allow time for small-group discussion. Bring the class back together and have each group read their question and answer. Use the teacher version of the cards to guide discussion.

10. Have students write in their journals and predict the ending of the story.

11. Define “cyber footprints.”

12. Assign and distribute the Home Link.

In your journal, I want you to answer this question in two or three sentences: How does this story end?

Before we finish up with this lesson, there is something else for you to remember. We have said that everything posted online should be considered public. It is also permanent. In addition, whenever you do something using technology—even cell phones—you leave a trail. It is a trail of *cyber footprints*. If someone wants to follow that trail of cyber footprints, it will lead back to the person, account, or the machine where the trail started. The notion of cyber footprints can become more technical than you want to get into for this lesson. For now, it is enough for your students to understand that there are ways to trace postings, emails, and so forth back to a specific machine, account, address, or person.

Tonight, I want you and your family to do some reading together. Read our school/school district’s specific, internal student internet use agreement/terms of use agreement.

Dear Families:

Social networking is a 21st-century phenomenon and an everyday part of many young people's lives. Whether an individual student has his or her own social network account and personal page or not, students are well aware of Facebook, YouTube, Club Penguin, Halo or any of a whole host of social networking possibilities. The technological devices are there. Friends are there. Access is there. What is all too often missing is us—the adults.

On a positive note, Dr. Henry Jenkins, a renowned media professor at USC, has said that “Most young people are trying to make the right choices in a world that most of us don’t understand....” However, he adds that this is “a world where they can’t get good advice from the adults around them...[because they are] moving into new activities that were not a part of the life of their parents growing up....”¹

Dr. Jenkins’ comments underscore the fact that issues of online safety and cyber bullying are not technological. They are not “the technology.” Rather, they are social, emotional, ethical, developmental issues that require the help and advice of parents, educators, and other adults with whom the youth interact. And as we move through the Rs of bullying prevention, we remember that the R for adults is receive. We must be ready to receive the reports and the requests for help when they come to us.

The fourth of our cyber bullying prevention lessons addresses social networking—the community aspect of life online and its role in cyber bullying. Students will look more directly at their role as bystanders in this complex community. And they will begin to understand that whatever they do leaves a trail of cyber footprints.

In an earlier lesson, you received a sample family contract for Internet use. In this lesson, you will be asked to read our school district’s student Internet use agreement with your student. This is a reminder that, just as in a real-life community, there are rules for online activity in school.

Sincerely,

¹ *Youth safety on a living Internet: Report of the Online Safety and Technology Working Group*, June 4, 2010.

Community Norms (Student Version)

What happens when people sneeze? _____

What do we say when we answer the phone? _____

Someone offers you a cookie, but you are not hungry or don't like that kind. What do you say?

Two people are talking. You have to ask one of them an important question. What do you say?

You are in a fast-food restaurant. You finish eating. What do you do?

It's Sylvie's birthday. She's having a party. What kind of food do you think you she'll have?

What will be on the cake? _____

What will Sylvie do? _____

Do people do this all over the world? _____

What are some of the things that all parents tell their kids?

Community Norms (Teacher Version)

What happens when people sneeze?

They cover their mouths. They sneeze into their sleeves. We say "Bless you" or something like that.

What do we say when we answer the phone?

We say "Hello."

Someone offers you a cookie, but you are not hungry or don't like that kind. What do you say?

We say "No, thank you."

Two people are talking. You have to ask one of them an important question. What do you say?

"Excuse me."

You are in a fast-food restaurant. You finish eating. What do you do?

Throw away your trash. Maybe separate the garbage from the recycling.

It's Sylvie's birthday. She's having a party. What kind of food do you think you will have?

Cake and ice cream.

What will be on the cake?

Candles.

What will Sylvie do?

Make a wish and blow out the candles.

Do people do this all over the world?

Some places have different birthday customs.

What are some of the things that all parents tell their kids?

You might use the first part of some of these as "starters" and have your students finish the sentences.

Don't talk to strangers.

Look both ways before you cross the street.

Never get into a car with someone you don't know.

Don't talk with your mouth full.

Say please and thank you.

****Point out how many of these items have to do with respect, safety, and positive relationships.**

Compare and Contrast

Work as a group. Think about the questions and make two lists. How are online communities the same as and different from real-life communities?

Real-Life Communities vs. Online Communities

Same	Different

Weird Wendy's Wall

Part 1

Everybody knew Wendell because he was new to the school. He had come the previous spring, toward the end of the school year. Coming to a new school at the end of the school year can be hard.

Everybody knew him because he was also the tallest kid in school! He was head and shoulders above the other students. He really stood out, and that had always made him feel uncomfortable. He would hear, "I bet you are a good basketball player" a lot. But Wendell was not very good at basketball at all. He felt kind of awkward being so tall.

Wendell made a couple of friends before summer vacation started. Over the summer, he got to know a couple of the other neighborhood boys from school, too. They played some baseball, swam at the community center pool, and went to the movies. Over the summer, Wendell actually got even taller, but he also played basketball, and he got pretty good. All this would help to start the new school year, he said to himself.

So, when the new school year started, everyone knew Wendell, the tall, sort-of-new kid who could dunk and make free throws.

Coming to school for the new school year was not as hard as starting in the spring had been. Wendell had some friends. His teacher, Mrs. Johnson, seemed very nice. When his new P.E. teacher said, "I bet you are a good basketball player," Wendell said, "Yeah, I'm okay." Soon Wendell made even more friends, and school was going along very well.

It got closer to basketball season. The P.E. teacher also coached a special basketball team, and he asked Wendell if he wanted to play. Wendell said, "Sure. If I can make the team." He really wanted to play on the team, so he practiced every day. He got better and better. The coach noticed that Wendell kept improving. He started to talk to him about a starting position on the team. That, of course, made Wendell very happy.

However, not everybody was happy about that. Dave, a classmate whose nickname was "Dribblin' Dave," was one of the most popular boys in his grade. He was also the best basketball player in school. He was the captain of the team. He did not like all the praise and attention Wendell was getting. He even heard some girls saying that they thought Wendell was "cute!"

Dave was jealous. He wanted to do something to hurt Wendell, but he did not know what. Wendell was bigger, taller, and stronger now. He also had a lot of friends. Dave got madder and madder. Then he had an idea. He would set up a "Weird Wendy" page on a social networking site.

Stop. Think about the story.

Part 2

Dave and his buddies planned out what they were going to do. They planned to make a page that would make fun of Wendell. Then they would send the link to other people and ask them to add other postings. Once the site had a lot of comments, somebody would tell Wendell to look at it. It might not hurt as much as a punch in the face, but Wendell would get his feelings hurt.

After school, Dave and his friends went to Dave's house. They logged onto Dave's dad's computer. Before long, they had created the new page, which they called "Weird Wendy's Wall." They included a picture of Wendell and filled in embarrassing profile information about him.

Next, the boys pretended to be other people, and wrote mean things on Weird Wendy's Wall. The messages became meaner as the boys became braver. Then they started to send the link to the page to other friends. People passed the page along. Each new posting tried to be meaner or funnier than the last posting on the wall.

Within just a few days, the page was full of all kinds of messages. Dave was surprised to see how many people had written on Weird Wendy's Wall. He had no idea who all those people were. He laughed to himself that his plan was working so well.

The following weekend, Wendell found out about the "Weird Wendy" page. That week, Wendell was absent from school on Monday. He was absent again on Tuesday. Then Wednesday.

When he finally came back to school, Wendell didn't talk to anyone. He didn't smile. He didn't play basketball at recess. He ate his lunch alone. When his buddies tried to talk to him he turned away. Sometimes he started to cry.

One afternoon, one of his friends from last summer came to Wendell's house. "Wendell, what is wrong with you?" he asked. "A lot of the guys are really worried about you."

"Weird Wendy," replied Wendell. "Everybody thinks I'm 'Weird Wendy.' They all hate me."

Wendell's friend hadn't seen the Weird Wendy page. He didn't know what Wendell was talking about. At first, Wendell didn't believe him. He thought that everybody had seen the site and written something mean about him. He didn't think he had any friends anymore. But the more the two boys talked, the more Wendell knew that not everybody had seen or written on the page.

"Let's do something about this!" Wendell's friend said. And so they did.

Weird Wendy Discussion Cards

Cut the questions on the next page into separate cards. Distribute the cards among groups of students. Have group members work together to answer their question. Have a member of each group report to the class about their discussion.

The questions and possible answers for teachers:

Why is this a cyber bullying story? How do you recognize the cyber bullying?

Deliberate, planned, mean, hurtful. Dave wants to hurt Wendell; doesn't care about his feelings. Repeated as new comments are added.

What rules were broken? What social norms were violated?

Bullying rules; lying; common courtesies; pretending to be someone else.

After they saw the "Weird Wendy" page, how could bystanders refuse to participate?

Do not add a comment. Add a positive comment. Tell others not to comment.

How did Wendell's friend help and support him?

He told him that not everybody saw the page. He said that not everybody commented. He suggested that they do something.

Do you think Dave and his friends will get into trouble for what they did? Why or why not?

That will depend on what happens next. Can somebody prove that Dave did this? Are there school rules about bullying and cyber bullying?

How did Dave's actions hurt Wendell so much?

Said/spread mean things. Embarrassed him. Called him a girl's name. Wendell did not know who his friends were/loss of trust in his new friends.

How could people recognize cyber bullying in this story?

Wendell was hurt. Deliberate, planned, mean, hurtful. Dave wants to hurt Wendell; doesn't care about his feelings.

How could bystanders report this as cyber bullying? Who would they report it to?

Show the page. Tell a teacher, parent, other trusted adult.

Dave and his friends told you what they were going to do. How could you be a bystander that is part of the solution and refuse to participate?

By not helping set up the page; by telling them not to do it; by talking to an adult; by warning Wendell.

At the end of this story, what are some things we still do not know?

How many people added comments. Who all those people were. If Wendell's real information was used to hurt him. What happened to Dave and his friends. What happened next.

Student Discussion Cards *Steps to Respect*® Cyber Bullying Prevention Module

Why is this a cyber bullying story?
How do you recognize the cyber bullying?

How did Dave's actions hurt Wendell so much?

What rules were broken?
What social norms were violated?

How could people recognize cyber
bullying in this story?

After they saw the "Weird Wendy" page,
how could bystanders refuse to participate?

How could bystanders report this as cyber bullying?
Who would they report it to?

How did Wendell's friend help and support him?

Dave and his friends told you what they were going to do.
How could you be a bystander who is part of the
solution and refuse to participate?

Do you think Dave and his friends will get into
trouble for what they did? Why or why not?

At the end of this story,
what are some things we still do not know?

Family Rules and Customs

1. Name one rule and one custom your family has:

Rule: _____

Custom: _____

2. Our rules and customs are important for (check all that apply):

- ☐ Being respectful
- ☐ Living together
- ☐ Getting along
- ☐ Having fun together
- ☐ Caring
- ☐ Communicating
- ☐ Being safe
- ☐ Being healthy

Family signature(s)

Date